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ABSTRACT

This manual is a collection of procedures and forms for use in the appraisal process for teachers in the Baltimore County Public Schools, Maryland. The appraisal process and who is responsible for it is listed in chart form. Next follows procedures for evaluation of teachers including definitions of professional, human relations, and management competencies. The appendix reproduces the district's master agreement for teacher evaluation as well as policies and regulations. Ready-to-use forms are reproduced throughout the manual. (LD)

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BALTIMORE COUNTY PUBLIC SCHOOLS
Towson, Maryland 21204

ED177686

EVALUATION OF TEACHERS

MANUAL FOR ADMINISTRATIVE AND SUPERVISORY PERSONNEL

August 1978

EA 012 177

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EVALUATION OF TEACHERS

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I. INTRODUCTION

The Board of Education of Baltimore County is committed to providing students with the best possible learning environment. Toward the realization of this goal, the Baltimore County Public School system has earned a reputation for the quality of its curriculum design and the implementation of instructional strategies by a well-qualified professional staff. An integral part of this success lies in the continuing evaluation of teacher effectiveness. The school system has long been committed to the belief that evaluation is an on-going process that encourages a cooperative, positive effort toward continuing growth and effectiveness in attaining desired educational goals.

The purposes of the evaluation are:

- To provide a systematic summary of the principal's and/or supervisor's continuing evaluation of a teacher's effectiveness by (1) informing the teacher of his or her strengths and weaknesses, (2) indicating suggestions for improvement and (3) recording the teacher's contributions to the total school program
- To provide an opportunity for the teacher to gain insight and to share in his continuing evaluation
- To provide a permanent account of a teacher's professional accomplishments for filing in a central location.

This manual is a collection of procedures and forms which will be used in the appraisal process for teachers. The appraisal process includes three major activities:

1. Preparing and establishing performance expectations
2. Working with the teacher
3. Appraising results of performance

In addition, specific steps are listed for each of the parts of the process.

Guidelines for observation reports and a new report form are included. The standards for evaluation and the evaluation report form with a new rating scale are in the manual for easy reference. A set of guidelines should be used when completing the final evaluation.

II. PHILOSOPHY OF THE APPRAISAL PROCESS

The process for appraising teaching performance must emphasize the desirability of optimal instruction for students, the need for continuous professional growth of the teacher and the mutual responsibility for an open and cooperative relationship between appraiser and teacher.

This climate of sincerity and trust is attained in the appraisal process through pre-planned activities during the school year involving the teacher and the leadership team. Furthermore, the assessment of teaching quality must be based upon performance in accordance with established standards. In addition, the objectives for growth based on these standards will be jointly identified by the teacher and the leadership team members. The teacher needs to know what is expected to achieve a satisfactory, very good or outstanding rating. There must also be a clear understanding of the appraisal process and procedures which will be used by the appraiser.

Evaluative judgments of the teacher must be based on classroom observation and the various contacts between members of the leadership team and the teacher. It is important to remember that an evaluation process, by its very nature, cannot totally eliminate the element of subjectivity. However, consistency and some degree of objectivity can be attained through having more than one person involved in the process and all concerned using the same procedures as described in this manual.

III. THE APPRAISAL PROCESS

The appraisal process in Baltimore County Public Schools includes year-round activities which are the essence of the working relationships among teachers and members of the leadership team. Teachers and members of the leadership team, including assistant superintendents, coordinators, supervisors, principals, assistant principals, department chairmen, helping teachers and instructional specialists, are involved with the appraisal process at various times throughout the school year. Each member of the team has the specific responsibility during the process to communicate and work with the teacher. The principal is responsible for coordinating this activity and will submit to the area assistant superintendent a Plan of Supervision for his/her school.

The following chart lists the activities which must be completed and the individuals responsible for their implementation. Each school principal should designate the specific individual who will assume the roles listed. These designations will be attached to the Plan of Supervision.

BALTIMORE COUNTY PUBLIC SCHOOLS
Towson, Maryland 21204

The Appraisal Process	Appraiser Responsible
I. Preparing and establishing performance expectations	Department chairman, assistant principal, principal, helping teacher for elementary special areas and teacher
A. Review teacher's reponsibility	
1. Discuss classroom teaching assignment	
2. List and discuss duties and responsibilities outside classroom	
B. Review standards for appraising teacher progress	
1. Identify expectations	
2. State procedures for making judgments	
3. Set performance objectives according to Evaluation of Teacher Progress - Descriptions of Standards (BEBCO 93-449-78)	
C. Explain mechanics of appraisal	
1. Review evaluation and observation forms	
2. Describe formal and informal visitations	
3. List a timetable which will be followed	
4. Describe the roles of the various members of leadership team	
II. Working with the teacher	All team members
A. Determine what specific contacts will be made by each individual on the leadership team	Principal and supervisor

The Appraisal Process	Appraiser Responsible
B. Help the teacher to interpret and implement curriculum and instructional program	All team members
C. Conduct classroom observations with follow-up conferences	All team members
D. Be available to give assistance when needed	All team members
E. Communicate commendations and suggestions, state specific areas of strengths and weaknesses, and clearly state procedures to be followed to effect improvement	All team members
III. Appraising results of performance	All team members
A. Ask teacher to conduct a self-inventory in relation to Evaluation of Teacher Progress - Descriptions of Standards (BEBCO 93-449-78)	School-based appraisers
B. Create sense of joint responsibility	School-based appraisers
C. Complete a tentative evaluation to be discussed with principal or supervisor	School-based appraisers
D. Prepare for the appraisal conference	Principal (and supervisor when appropriate)
1. Review classroom observations and other communications between teacher and team members	
2. Schedule a time to meet	
E. Write the evaluation report	Principal or other team member
1. Commend where appropriate	
2. Identify specific areas which need improvement or are unsatisfactory and indicate suggestions for improvement	

The Appraisal Process	Appraiser Responsible
F. Conduct the appraisal conference	Principal and other appropriate team member(s)
1. Review objectives being appraised	
2. Discuss content of appraisal	
3. Have at least two signatures from team members for outstanding, below average and unsatisfactory teachers	Whenever desired by the appraised or appraiser, obtain the assistance of a team member outside the school in the completion of the evaluation. The signature of this team member will then be included on the evaluation form.
4. Discuss implications for the future. Consider factors such as:	All team members and teacher
a. Successful achievements	
b. Areas that need strengthening	
c. Establishing new goals	
d. Specific activities to improve professional performance	
e. More effective administrative, supervisory support	
f. Reestablishing a sense of forward movement	
g. The effectiveness of the appraisal process	

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PLAN OF SUPERVISION

School Name _____

Leadership Team Members

Principal _____

In-School Members		Other Members	
Name	Title	Name	Title

Have all steps of the appraisal process been assigned for each teacher on the staff?

____yes ____no

Please complete the attached chart of the appraisal process with names of individuals who have a responsibility for a specific step.

Submit to the area assistant superintendent by September 30.

IV. PROCEDURES FOR EVALUATING TEACHERS

A. Administrative Procedures and Schedules

A written evaluation shall be prepared for all certificated personnel according to the schedule established for teachers. These procedures and schedules are described in Policies and Regulations Manual, "Procedures to be Followed in the Case of a Teacher (Without) (On) Tenure Whose Work is Unsatisfactory," (Rules 4118.1 and 4118.2) and the Master Agreement (see Appendix).

1. The principal shall be responsible for coordinating the appraisal process. He or she should involve the various members of the leadership team according to the Plan of Supervision for the school.
2. The schedule for evaluations shall be as follows: When an annual evaluation is completed, it should be submitted by July 1. Mid-year evaluations shall be completed by February 1.
3. The evaluation of a classroom teacher shall be based upon classroom observations and other contacts between the teacher and leadership team members.

B. Guidelines for Classroom Observation Reports

In the past a wide variety of formats has been used as written reports to teachers following classroom observations. While no one would be appropriate for all evaluators, some specific information must be included as part of every format. The Observation Report form (BEBCO 93-452-78) will be used by each curriculum office and local school administrative team. If a curriculum office wishes to adapt this form for specific purposes, the Observation Report must meet the following criteria and must be approved by the Evaluation of Personnel Committee:

1. Reflect the standards listed under Professional Competencies, Human Relations Competencies and Management Competencies as described in "Evaluation of Teacher Progress." If desirable, a copy of this form could be attached to indicate areas of strength and needs for improvement.
2. Accurately reflect the behavior observed
3. Advise the teacher of strengths and weaknesses
4. Include suggestions for improvement when appropriate
5. Advise the teacher in the event that previously made suggestions are not being implemented
6. Indicate whether the lesson is satisfactory, needs improvement or unsatisfactory
7. Be signed by the observer
8. Be in writing and given to the teacher within seven (7) duty days (following the observation) if the observation is less than satisfactory
9. Include teacher's name, class or level observed, and date and time of observation
10. Include the title, school or office of the observer
11. Be given to all observed teachers

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CLASSROOM OBSERVATION FORM

Teacher	School	Date
Subject	Level	Time

Directions: This form is to be used when observing a teacher in the classroom. The comments should reflect the criteria standards in the Evaluation of Teacher Progress Form. Specific suggestions for improvement should be made if the lesson is not rated satisfactory. Lesson summary and other appropriate materials should be attached.

Comments and Suggestions:

Overall Rating of Lesson: ( ) Satisfactory ( ) Needs Improvement ( ) Unsatisfactory

Observer's Signature	Title
School/Office	

BEBCO 93-452-78 Copy 1 (Original)-To Teacher; Copy 2-To Principal; Copy 3-To Supervisor

C. Guidelines for Evaluation of Teacher Progress Reports

The principal is responsible for the completion of the Evaluation of Teacher Progress report form and will involve other team members as he/she deems appropriate. The principal must sign all evaluation reports and will maintain an up-to-date record of observations, conferences, and other communications with the teacher.

The philosophy of the appraisal process states that all individuals have a "need for continuous professional growth." Therefore, the point of view in setting goals for each teacher must be in response to the expectation of continuous improvement throughout one's career. The evaluation report must reflect the progress each person is making and becomes a working document for future growth. In addition, the evaluation reports will continue to be useful in making personnel decisions.

The Explanation of Ratings found on the descriptive folder lists the standards and gives directions for determining overall and major category ratings. In addition, the following guidelines will be of assistance in the completion of the forms:

1. Annual evaluation reports with ratings of outstanding, below average or unsatisfactory in overall effectiveness of teaching must be accompanied by a Record of Observations, Conferences, and Other Communications Report.
2. An outstanding rating in a major category must have appropriate comments which support that judgment. Because a meets standard rating in specific areas of a major category could mean the standards are met in either a satisfactory, very good or outstanding manner, comments must include the reasons for the outstanding rating.

3. A very good rating in a major category should have comments which support this conclusion. One category of standards could be rated as needing improvement and still warrant a rating of very good.
4. A satisfactory rating in a major category must have most categories of standards rated as meets standards. Comments must be included when a needs improvement rating is given.
5. A below average rating in a major category must have some categories of standards rated as needing improvement. Comments which are included should describe the significant areas which must improve.
6. An unsatisfactory rating in a major category must have some categories of standards rated as needing improvement. Comments which are included must mention the standards that have not been met.
7. Teachers who are rated below average must be evaluated the following year. In the following year, the rating must be either satisfactory or unsatisfactory. If a satisfactory rating is given that year, the specific areas in which improvement was made must be stated in the comments.

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RECORD OF OBSERVATIONS, CONFERENCES,
AND OTHER COMMUNICATIONS WITH TEACHER

Teacher's Name_____

Team Member	Date	Type of Interaction with Teacher	Comments/Assessments

Principal's Comment: (This section must be completed for any ratings that are Outstanding, Below Average, or Unsatisfactory and submitted with the annual evaluation.)

Recommended Actions

☐ No action necessary

☐ Send letter of warning because of unsatisfactory rating

☐ Place on Class II status

☐ Release

BEBCO 93-453-78

Principal's Signature_____

EVALUATION OF TEACHER PROGRESS

	Yes	No
Certificated		
Tenure		

Last Name _____ First Name _____ Initial _____

School Year _____

School _____

Assignment _____

Total Years Teaching Experience _____
Years Taught in Baltimore County _____
Years in Present Assignment _____

I. PROFESSIONAL COMPETENCIES	Meets Standards	Needs Improvement
A. Knowledge of the Student		
B. Knowledge of Subject Matter		
C. Planning and Program Implementation		
D. Evidence of Professional Growth		
E. Motivation of Students		
F. Communicative Skills		
G. Resourcefulness		

Overall Rating for Competency: ___Outstanding ___Satisfactory ___Very Good ___Below Average ___Unsatisfactory
Comments mandatory for Outstanding, Below Average or Unsatisfactory

II. HUMAN RELATIONS COMPETENCIES	Meets Standards	Needs Improvement
A. Rapport with Students		
B. Understanding Intergroup Relationships		
C. Working Relationships with Administrative/Supervisory Personnel		
D. Working Relationships with Parents		
E. Working Relationships with Co-Workers		
F. Contributions to Total School		

Overall Rating for Competency: ___Outstanding ___Satisfactory ___Very Good ___Below Average ___Unsatisfactory
Comments mandatory for Outstanding, Below Average or Unsatisfactory

BEBCO 93-450-78

III. MANAGEMENT COMPETENCIES	Meets Standards	Needs Improvement	Overall Rating for Competency: Comments mandatory for Outstanding, Below Average or Unsatisfactory	__Outstanding __Very Good	__Satisfactory __Below Average __Unsatisfactory
A. Pupil Control					
B. Prompt and Accurate Reports					
C. Routine Procedures					
D. Appearance/Organization of Classroom					
E. Dependability					

IV. OVERALL EFFECTIVENESS OF TEACHING . . . Outstanding( ) Very Good( ) Satisfactory( ) Below Average( ) Unsatisfactory( )

SUMMARY COMMENTS: (Mandatory for outstanding, below average or unsatisfactory performance)

Signature of Teacher _____ Date _____ Signature of Principal/Supervisor _____ Date _____

(The signature indicates the teacher has read the report and a conference was held. This does not necessarily indicate agreement with this evaluation.)

Teacher's Comment: (Optional) May include special contributions to education on a local, county-wide, state, and/or national level, if not cited elsewhere in this report.

This evaluation made in cooperation with _____

Distribution: 1 copy to teacher, 1 copy to principal, 1 copy to supervisor, 1 copy to assistant superintendent

EVALUATION OF TEACHER PROGRESS

- Description of Standards
- Explanation of Ratings

BALTIMORE COUNTY PUBLIC SCHOOLS

PURPOSES OF EVALUATION

- To provide a systematic summary of the principal's and/or supervisor's continuing evaluation of a teacher's effectiveness by (1) informing the teacher of his/her strengths and weaknesses, (2) indicating suggestions for improvement (3) recording the teacher's contributions to the total school program
- To provide an opportunity for the teacher to gain insight and to share in his/her continuing evaluation
- To provide a permanent account of a teacher's professional accomplishments for filing in a central location

DEFINITION OF ITEMS AND SUGGESTED MEANS OF APPRAISAL - The following definitions are provided to interpret the criteria. They should be used as a guide in completing the Evaluation of Teacher Progress form.

I. PROFESSIONAL COMPETENCIES

A. Knowledge of the Student

Knowing and understanding the learner is equally as important as knowing and understanding what is to be learned. The concept of individualization, which is fundamental to our philosophy, is impossible to achieve without a sound knowledge of the students. Teachers demonstrate a knowledge of students when they:

1. recognize and encourage the potential of each student
2. identify students with special needs, e.g., social, economic, intellectual
3. show an awareness of students with special talents and interests
4. are sensitive and responsive to the various stages of the emotional development of students

B. Knowledge of Subject Matter

Teachers need to be thoroughly grounded in the subject matter related to their teaching assignments. Subject matter competence can be demonstrated in a variety of ways, both in the classroom and elsewhere. Teachers indicate an acceptable level of understanding of subject matter when they:

1. make few or no errors when presenting content to students
2. identify errors made by students and deal with them appropriately and constructively
3. check facts, extend their knowledge and continually learn about current developments and research in the fields related to their teaching assignment
4. demonstrate the ability to discuss the subject matter related to their assignment, at appropriate levels of sophistication, with students, peers and other educators, and parents and other adults

C. Planning and Program Implementation

Knowledge of a discipline's subject matter content alone is of limited use unless accompanied by an ability to implement pre-organized instructional activities. Teachers demonstrate an ability to blend these two kinds of competencies in a functional manner when they:

1. plan consistently and thoroughly
2. implement plans effectively
3. use a variety of methods and teaching aids, including those unique to their subject area
4. adapt programs to the varying abilities and interests of students and to different learning situations
5. evaluate student progress continually and in accordance with school board policy

D. Evidence of Professional Growth

Those activities that tend to improve a teacher's skills through participation improve competency. Participation may range from the individualized activity or professional readings to the broad experience offered by group leadership for curriculum development. It implies an association and an involvement with others at a professional level from which skill development will result. Teachers demonstrate professional growth when they:

1. seek and implement the professional assistance available from department chairpersons, assistant principals, principals and supervisors
2. take courses at inservice and graduate levels
3. participate in county-level workshops
4. read professional journals and books
5. participate in specialized professional organizations
6. serve as members of professional committees
7. implement current research and developments in teaching
8. share professional competencies with other teachers
9. evaluate their own teaching competencies objectively as a basis for continued professional growth

E. Motivation of Students

The demonstrated ability of the teacher to select appropriate activities, techniques and materials stimulates in the student a desire to succeed. Teachers effectively motivate when they:

1. develop readiness for learning
2. plan learning activities to coincide with the maturity-interest level of students

3. involve students deeply in learning experiences and obtain their optimum responses
4. utilize approaches that make it possible for each student to experience success
5. encourage students to establish goals for learning
6. communicate to students the excitement of learning

F. Communicative Skills

Effective communication is an essential ingredient in all human enterprise. Teachers must be able to communicate effectively not only with students of varying abilities and interests, but also with their colleagues and other educators and with parents and other adults. Teachers demonstrate an acceptable level of communication when they:

1. present ideas clearly and at the appropriate level for each audience
2. listen carefully and thoughtfully to students, other educators and parents
3. communicate successfully with individual students, small groups and class groups
4. use positive non-verbal cues, as well as speech, to establish an acceptable pleasant classroom climate and to communicate the excitement of ideas and learning
5. question artfully and respond to students questions and comments in a manner that promotes inquiry
6. speak and write lucid and accurate English

G. Resourcefulness

Resourcefulness and creativity are major components of initiative. Energy and aptitude in this area can be demonstrated in a variety of ways. Teachers indicate an acceptable level of initiative when they:

1. use current ideas and materials to adapt, supplement and/or enrich their program
2. employ a variety of teaching strategies appropriate for their students
3. implement unique and/or innovative techniques in working with students
4. encourage their students to utilize problem solving skills

II. HUMAN RELATIONS COMPETENCIES

A. Rapport with Students

Effective human relations and communications skills in working with students, both in and outside the classroom, are essential to a productive pupil-teacher relationship. Rapport with students is characterized by both verbal and non-verbal actions. Teachers demonstrate rapport with students when they:

1. act in a manner which fosters and reflects cooperation and mutual respect
2. encourage open communication with students
3. develop an awareness of their relationships with students
4. endeavor to increase their understanding of human behavior

B. Understanding Intergroup Relationships

The knowledge of how people function in groups and how groups can improve relations with one another is important for all teachers. An awareness of one's assumptions and feelings about groups is important to provide a positive learning climate in the classroom and school. Teachers should have a sensitivity to the customs and feelings of the ethnic, racial or religious groups represented in the local school community. Teachers demonstrate this competency when they:

1. avoid making prejudicial remarks
2. avoid stereotyping individuals and groups
3. strive to relieve intergroup tensions and conflicts

C. Working Relationships with Administrative/Supervisory Personnel

The ability to work cooperatively with administrative/supervisory personnel is basic to professional working relationships. Teachers demonstrate acceptable working relationships with administrative/supervisory personnel when they:

1. receive requests and questions with an open mind and with the idea that these requests and questions may help to improve their performance as a professional
2. seek clarification of policies and procedures which they do not understand or with which they do not agree

D. Working Relationships with Parents

Effective human relations and communications skills in parental contacts benefit the student, parent and teacher. Teachers display an effective working relationship when they:

1. make an effort to be available for telephone, personal and written communications with parents
2. interpret the school's philosophy and program to parents
3. identify, define and attempt to resolve problems cooperatively with parents.

E. Working Relationships with Co-workers

Cooperation among the professional and classified staff is an essential component of a school's operation. Teachers demonstrate the ability to work cooperatively with the professional and classified staff when they:

1. practice effective human relations and communications skills with other staff members
2. are willing to help other members of the staff

F. Contributions to the Total School

Teachers who are interested in the welfare and development of students work professionally to contribute to the profession and the school. The following are only some examples of the many ways in which teachers may contribute significantly:

1. are accessible to students who need scholastic help, encouragement or advice
2. assume reasonable responsibility for student behavior and well-being outside of the classroom
3. accept responsibility for difficult or demanding assignments
4. are contributing members of school, county-wide and/or other educational committees working for the improvement of instruction

III. MANAGEMENT COMPETENCIES

A. Pupil Control

The organization and maintenance of orderly and effective learning climates, wherein pupils are motivated to exercise reasonable self-control, are responsibilities of the teachers. Teachers demonstrate abilities in the area when they:

1. are aware of and responsive to student behavior
2. practice effective human relations skills in dealing with behavior problems
3. are flexible in dealing with situations that require changes in instructional approaches

B. Prompt and Accurate Reports

The maintenance of accurate records and the preparation of substantiated reports are on-going responsibilities of the teacher. This includes preparation of items such as:

1. attendance forms
2. reports to parents
3. department or grade level reports
4. student information records
5. cumulative records
6. central office reports, including inventories and orders
7. other records and reports as required and necessary

C. Routine Procedures

Teachers must consistently plan procedures for the effective utilization of time and materials both in the classroom and in the total school program. Teachers demonstrate ability in this area when they:

1. are aware of and implement routine procedures established by the Board of Education and the school administration
2. organize the storage and distribution of materials of instruction to provide for effective student use in the learning experience

D. Appearance/Organization of Classroom

The classroom environment should stimulate learning and reflect the content and philosophy of the current program. Teachers demonstrate an acceptable awareness of this when they:

1. maintain a safe and attractive classroom appropriate to the activity in progress
2. arrange furniture, materials and equipment for the most effective use of the learning area

3. use the classroom environment to enrich and extend the basic curriculum

E. Dependability

The ability of teachers to meet required responsibilities, schedules and appointments is demonstrated when they:

1. adhere consistently to established time schedules
2. appear for appointments and required responsibilities
3. maintain continuity in the program
4. attend regularly

IV. OVERALL EFFECTIVENESS OF TEACHING

Summary Comments

This rating is a composite of the items included in this evaluation. This section may be used for further elaboration or additional comments.

BOARD OF EDUCATION OF BALTIMORE COUNTY
Towson, Maryland 21204

EXPLANATION OF:

Ratings for Standards Listed in the Three Major Areas of Competency

Meets Standards -	consistently performs as described in this category in a satisfactory, very good or outstanding manner
Needs Improvement -	does not meet the standards described in this category

Ratings in each Major Area of Competence

Outstanding -	consistently meets or exceeds standards described in each category of the major area of competency
Very Good -	consistently meets or exceeds standards described in most of the categories of the major area of competency and gives evidence of working to achieve this rating in the others
Satisfactory	consistently meets standards described in categories of the major area of competency in an acceptable manner
Below Average -	does not consistently meet standards described in categories of the major area of competency
Unsatisfactory -	does not satisfactorily meet the standards described in categories of the major area of competency

Ratings for Overall Effectiveness of Teaching

Outstanding -	is rated outstanding in two of the three major areas of competency (one of which must be Professional Competencies) and is rated at least very good in the third area
Very Good -	is rated at least very good in two of the three major areas of competency (one of which must be Professional Competencies) and is rated at least satisfactory in the third area
Satisfactory -	is rated at least satisfactory in all areas of competency
Below Average -	is rated below average in one or more of the three major areas of competency
Unsatisfactory -	is rated as unsatisfactory in one or more of the three major areas of competency

APPENDIX

Master Agreement, Article XII

Policies and Regulations, Rules 4118.1 and 4118.2

MASTER AGREEMENT - 1978-1980

ARTICLE XII

TEACHER EVALUATION AND FILES

Observation Procedures

12.1 The Superintendent's designees have the responsibility of evaluating the effectiveness of teachers. They will observe the teacher at work in and out of the classroom.

12.1.1 Any written observation report shall be for the purpose of advising the teacher of his strengths and weaknesses, including suggestions for improvement and, when appropriate, advising the teacher in the event previously made suggestions are not being implemented.

12.2 All observations of the teaching performance of any teacher shall be conducted openly and with the full knowledge of the teacher.

12.2.1 If a duplicate lesson plan is required for the observer(s), the teacher shall be given at least two (2) days notice prior to the time of the announced observation.

12.2.2 If, within seven (7) duty days of the receipt of written suggestions pertaining to the second observation, the teacher requests a third observation, the evaluation shall not be completed until this third supervisory visit has been made.

12.2.3 No teacher shall receive adverse comments from any observer in the presence of pupils.

12.2.4 Following an observation that is less than satisfactory, the observer shall suggest ways of improving. These suggestions will be put in writing and given to the teacher within seven (7) duty days.

12.2.5 Classroom observations shall be conducted for at least thirty (30) minutes, unless that instructional activity requires a lesser period of time.

12.3 The reports of observations shall accurately reflect the behavior observed. Any written observation report shall indicate whether the lesson is satisfactory, needs improvement or is unsatisfactory. These reports are to be signed by the observer.

Observation Procedures-- Probationary Teachers

12.4 In addition to the procedures in Section 12.1 through 12.3, the following provisions shall apply to teachers without tenure:

12.4.1 They shall be observed at least twice during each semester on reasonably spaced occasions.

12.4.2 A teacher without tenure shall be observed by more than one qualified person each year, as determined by the Superintendent.

12.4.3 Within ten (10) duty days of each observation, the observer will hold a conference with the teacher at which time the written observation report shall be discussed. The report should include, where appropriate, favorable comments, criticisms, and specific recommendations for improvement.

Evaluation

12.5 Each teacher shall be given a copy of his evaluation report and shall have the opportunity to discuss that report with his supervisor and/or principal. He shall have the right to make written responses which shall become part of his files and he shall, no later than three (3) duty days after receiving the report, be required to sign the report. His signature does not necessarily indicate agreement with its contents.

12.5.1 Any unusual circumstances or conditions which may have had an effect on the teacher's performance during an observation shall be recorded on the evaluation report. Should an evaluation show a teacher's performance as needing improvement, comments relating to the areas in which improvements are needed shall be included on or with the evaluation form.

12.5.2 In the event a teacher is not evaluated in a given year, it shall be assumed the teacher's performance was satisfactory for that year.

12.5.3 Any adverse evaluation of a teacher's performance filed by the teacher's supervisor and/or principal may be subject to the grievance procedure, but only on the grounds of arbitrariness, discrimination, or failure to follow procedures.

12.5.4 The Board may assign such personnel as it deems necessary to evaluate teachers.

12.5.5 No adverse evaluation of any teacher by any administrator can be completed and filed unless the teacher shall have been observed at work on at least two (2) reasonably-spaced classroom occasions.

Evaluation--Probationary Teachers

12.6 In addition to the above, the following shall apply to probationary teachers:

12.6.1 A formal evaluation, including a conference, shall be made at least once each semester.

12.6.2 The evaluation shall be based on the conclusions and assessments reached by more than one staff member.

ARTICLE XII

12.6.3 Provision shall be made for an overall assessment by the evaluator which clearly indicates a satisfactory or unsatisfactory rating.

12.6.4 Except for bona fide reductions of staff, the Superintendent's recommendation as to nonrenewal of contract of probationary teachers shall be based on the evaluation reports, in accordance with these provisions.

Evaluation of Administrative Personnel

12.7 Administrative personnel shall be evaluated as provided for in the "Manual of Policies and Regulations," Policy 4117.1, and on the forms therein contained. Such evaluations shall be subject to the grievance procedure on grounds of arbitrariness, discrimination, or failure to follow procedures.

Teacher Files

12.8 Upon request, each teacher shall have the right to review, at a time mutually convenient, the contents of his file in the central office, excepting, however, any confidential references. At the teacher's request, a witness of his choice may accompany the teacher in such a review. The review shall be made in the presence of the administrator responsible for the safekeeping of such files.

12.9 Facilities shall be available for the teacher to make photostatic copies of such contents and records as concern his work or himself, except in circumstances beyond the control of the administrator.

12.10 A teacher shall have the right to answer in writing any complaints filed in his personal files, and his answers shall be attached to the complaint and reviewed by the Superintendent or his designated representative.

12.11 Material of a negative nature shall not be placed in a teacher's file without his knowledge.

12.12 Any personnel files maintained other than in the central file shall be available for review by the teacher, at a time mutually convenient to the teacher and the appropriate administrator. At the teacher's request, a witness of his/her choice may accompany the teacher in such a review. The review shall be made in the presence of the administrator responsible for the safekeeping of such files.

POLICIES AND REGULATIONS

PERSONNEL: Professional

Permanent: Tenure and Non-Tenure

Procedure for Penalizing or Terminating Teachers on Tenure Whose Work is not Satisfactory

1. Special attention will be given the teacher by the principal and other appropriate staff members. Conferences will be held with the teacher. The principal or other appropriate staff members will give the teacher a summary of the conference, listing the weaknesses or shortcomings which made his/her work unsatisfactory. A copy of this report will be sent to the appropriate assistant superintendent.

2. One or more follow-up conferences will be held by the principal and/or other appropriate staff members to evaluate with the teacher his/her progress in relation to the shortcomings indicated in paragraph 1 above. A written report of these conferences shall be prepared for the teacher and the appropriate assistant superintendent as in paragraph 1 above.

3. If the teacher's work continues to be unsatisfactory, the appropriate assistant superintendent will advise the teacher in writing during the month of March that unless his/her work improves, a recommendation will be made to the Superintendent of Schools that for the following school year his/her certificate be rated second-class, which will result in the freezing of the teacher's salary step. This letter will identify the teacher's major shortcomings and will also encourage the teacher to consider his/her problems carefully with his/her principal and/or supervisor.

4. The appropriate assistant superintendent will confer with the teacher, either preceding or following the action described in paragraph 3 above.

5. Following the warning letter described above, the principal and/or other appropriate staff members should work rather closely with the teacher to keep him/her apprised of his/her progress. The assistant superintendent should visit the teacher's class, if possible.

6. If the teacher's work has not improved to the point where it is fully satisfactory and promises to continue to be so, the assistant superintendent will confer with the Deputy Superintendent, Division of Administration. After a review of the file, if the Deputy Superintendent approves, the assistant superintendent will prepare a letter for the signature of the Superintendent of Schools advising the teacher that his/her certificate is being rated second-class and his/her salary step will be frozen for the ensuing school year. This will be mailed prior to June 1.

7. During the year in which the teacher's certificate is rated second-class, a number of visitations and conferences will be made by the principal and supervisor, and if the teacher's work is not fully satisfactory, he/she will receive a letter, during the month of February, from the assistant superintendent advising him/her that unless his/her work materially improves, a recommendation to terminate his/her services at the end of the school year will be made to the Superintendent of Schools.

   NOTE: If a teacher has had his/her certificate rated second-class within the past few years, improved sufficiently to be restored to first-class, and then again is doing unsatisfactory work, steps 3, 4, 5, and 6 may be eliminated for such a person, and step 7 applied immediately.

8. Further visitations, conferences and reports will be made by the principal and supervisor; and the appropriate assistant superintendent or the Deputy Superintendent, Division of Administration, should visit the teacher's class if possible.

9. If the teacher's work continues to be unsatisfactory, the assistant superintendent will confer with the teacher. At this point, depending upon the individual circumstances, the possibilities of retirement or resignation will be considered with the teacher, and if neither of these is selected voluntarily by the teacher, he/she will be advised that a recommendation to terminate his/her employment will be made to the Superintendent of Schools.

10. With the approval of the Deputy Superintendent, Division of Administration, a summary of the case will be prepared for the Superintendent of Schools with a recommendation that the teacher be dismissed.

11. If the Superintendent of Schools agrees with the conclusions reached in the previous steps, he/she will recommend the teacher's dismissal by the Board of Education. Prior to May 1, the Superintendent of Schools shall notify the teacher, in writing, of his/her recommendation, and the teacher shall be given an opportunity for a hearing before the Board of Education upon not less than ten (10) days' notice.

12. The Superintendent of Schools shall notify the teacher, in writing, of the action of the Board of Education.

While every attempt will be made to follow the time schedule outlined above, this may not be possible in a case where major deterioration of a teacher's work develops late in the school year.

This regulation relates only to teaching performance and does not in any manner limit the power of the Superintendent of Schools to recommend the

dismissal of a teacher for immorality, willful neglect of duty, insubordination or misconduct in office, in accordance with the law.

Legal Reference: Ann. Code of Pub. Gen. Laws of Md. Art. 77
#62 Nomination, assignment, transfer and recommendations as to principals and teachers, etc.
#114 Suspension or dismissal of teachers, principals, supervisors, assistant superintendents, or other professional assistants

Rules
approved: 5/11/72

Superintendent of Schools

PERSONNEL: Professional

Permanent: Tenure and Non-Tenure

Procedure to be Followed in the Case of a Teacher Without Tenure Whose Work is not Satisfactory

1. From the beginning of the school year regular classroom visitations will be made by the principal and/or other appropriate staff members. Following these visitations, the teacher will be advised of his/her strengths and weaknesses and will be given specific suggestions for improving his/her teaching.

2. Prior to February 1, the principal and/or other appropriate staff members shall submit written reports to the appropriate assistant superintendents. These reports will outline the problems which are being experienced by the teacher and will include a recommendation that the teacher receive a warning letter from the appropriate assistant superintendent.

3. By March 1, the teacher shall receive a letter from the appropriate assistant superintendent advising him/her of unsatisfactory work and stating that major improvement must be shown if he/she is to continue as a teacher in Baltimore County after the close of the current school year.

4. By April 1, if the teacher has indicated an intention to return the next school year, and if his/her work has not shown marked improvement, the principal and/or other appropriate staff members shall confer with the teacher again, reviewing his/her shortcomings and advising that the principal will recommend to the appropriate assistant superintendent that he/she not be continued as a teacher in Baltimore County following the close of the current school year.

5. During April, the appropriate assistant superintendent shall have a conference with each probationary teacher whose contract he/she feels must be recommended for termination at the end of the current school year.

6. The appropriate assistant superintendent will confer with the Deputy Superintendent, Division of Administration, regarding each probationary teacher whose work is unsatisfactory and who had indicated plans to return the next school year. After a review of each file, if the Deputy Superintendent approves, the appropriate assistant superintendent will prepare a letter advising the teacher that his/her contract will be terminated as of June 30 of the current school year. This will be hand delivered prior to May 1.

7. While every attempt will be made to follow the time schedule outlined above, this may not be possible in a case where major deterioration of a teacher's work develops late in the school year.

8. For a teacher who begins employment on or after January 1, this procedure will have the above listed deadlines adjusted consistent with the teacher's date of hire.

9. This regulation relates only to teaching performance and does not in any manner limit the power of the Superintendent of Schools to recommend the dismissal of a teacher for immortality, willful neglect of duty, insubordination or misconduct in office, in accordance with the law.

Legal Reference: State Board of Education Bylaw
13.06.02.01B Regular (Teacher's) Contract

Rules
approved: 5/11/72
revised: 10/27/77

Superintendent of Schools